



Florida's
COMMUNICATION DEVELOPMENT MONITORING PROCESS
for the Serving Hearing Impaired Newborns Effectively (SHINE)
Component of Early Intervention Services for Infants and Toddlers
SUMMARY

There has been increasing Federal emphasis on determining the outcomes of children receiving early intervention services as a means of individual and program evaluation. This Communication Development Monitoring Process provides a systematic means of data gathering that will allow families, service providers, and the Early Steps State Office a means by which progress can be evaluated. Children with hearing loss have unique learning needs in that it is recognized that the barrier to development posed by early childhood hearing loss can be successfully addressed through appropriate early intervention services and actively involved parents to prevent developmental language delays from occurring. By obtaining and sharing the information collected through the Communication Development Monitoring Procedures with parents regularly, opportunities for informed decision making can occur on the need to adjust communication strategies, amplification wear, and services.

The Communication Development Monitoring Procedures provide five pieces of information to be gathered by the SHINE coordinator working in collaboration with the family and in conjunction with the Individualized Family Support Plan team. Numbers 2-4 are included on a single summary page at the end of each SHINE Vocabulary Checklist.

1. **Demographic and Hearing Related Information:** provides a training opportunity for parents to report hearing loss information and allows analysis of group data. The completed form will be reported.
2. **SHINE Vocabulary Lists, Level I, II, III:** lists are based on the MacArthur Communication Development Inventories. Provides information on vocabulary production from 8 months to 36 months. Percentile scores compared to normative data for children with normal hearing and the growth of skills in months will be reported.
3. **Learning Development Scale (LDS) by SKI*HI:** a nationally accepted development monitoring tool for young children with hearing loss that provides information on expressive and receptive language skills ages birth to 5 years. Each unit is equivalent to 2 months of skill development. The unit in which child exhibits at least half of the receptive and half of the expressive language skills will be reported.
4. **Auditory Skills Checklist:** provides information on the acquisition of levels 1-10 of auditory skills (4 skills per level) that are necessary to track for the majority of children for whom speech is a goal. The number of auditory skills that are emerging, inconsistent, and acquired will be reported.
5. **Parent Interview Progress Report:** provides a format for discussion with parents on elements related to communication access that are included in the Communication Plan and the potential need for adjustment in communication strategies, amplification wear, etc. This completed form will be reported.

Four of the five measurement tools are at <http://www.cms-kids.com/SHINE/index2.htm> ASL and Spanish versions of the SHINE Vocabulary Checklists are also available through this website. The Language Development Scale can be requested from the Early Steps State Office (English and Spanish).

Reporting Schedule

	Demographic and Hearing Information	SHINE Vocabulary Checklists	Language Development Scale	Auditory Skills Checklist	Parent Interview Progress
Assessment: SHINE provider has 30 days to submit all information to state office*	SHINE provider complete front page only; submit	30 days to complete (child must be developmentally 8 months of age); indicate baseline percentile score	Use to assist with functional outcome planning as appropriate; indicate baseline unit level of development	Use to assist with functional planning as appropriate; indicate baseline auditory skill development	Do not complete as part of assessment
Review at approximate 6 month intervals: submit all five pieces of information*	SHINE provider assists family in completing front page, SHINE provider completes back page	Child must be developmentally 8 months of age to complete; indicate percentile score and growth of language in months	Indicate unit level at which child exhibits at least half of receptive language and at least half of the expressive language items	Indicate number of auditory skills that appear to be emerging, inconsistent, and acquired	Discuss the 14 questions with parents and complete as appropriate; submit completed page
Transition: please complete if most recent review was more than 2 months prior to the time of transition out of Early Steps	SHINE provider complete top of front page demographic information; include other information only if changes occurred	Child must be developmentally 8 months of age to complete; indicate final percentile score	Indicate unit level at which child exhibits at least half of receptive language and at least half of the expressive language items	Indicate number of auditory skills that are emerging, inconsistent, and acquired	Do not complete as part of transition

*The needs of the individual child will guide assessment decisions therefore there may be occasions when a portion of this assessment battery is not completed

Best practice would be for the primary service provider working with the family and/or caregivers to use the Language Development Scale and the Auditory Skills Checklist http://www.cms-kids.com/SHINE/AUDITORY_SKILLS_CHECKLIST.pdf for ongoing monitoring of skill development and updating functional outcomes.

The SHINE Vocabulary Skills Checklists need to be completed only every 6 months, however, the words on the checklists may be used when developing functional child outcomes as appropriate.

The Parent Interview Progress Report is used to gather information prior to review of the Communication Plan. Refer to Language Unlocks Learning for more information http://www.cms-kids.com/SHINE/LANGUAGE_UNLOCKS_LEARNING.pdf